

August 2011



MIDWAY COLLEGE
TEACHER EDUCATION HANDBOOK

PART II
FIELD EXPERIENCE HANDBOOK

August 2011

TABLE OF CONTENTS

PART II: FIELD EXPERIENCE HANDBOOK

A. Introduction	3
B. The Field Experience Requirement	4
Overview	4
Observational Experiences	4
Clinical Experiences.....	4
Multicultural Experiences	4
Ethnically/Racially Diverse Experiences	4
Additional Approved Field Experience Activities	5
C. The Field Experience Process	5
D. Important Notes Regarding the Field Experience	7
Insurance	7
Background Checks.....	7
Absences.....	7
Considerations	7
Regulations and Expectations	8
Expectation of Dress for Field Experience.....	8
E. Procedure for Dismissal from Midway Teacher Education Field Experience	8
F. Documenting Field Experiences	9
Field Form 1- Field/Student Teaching Placement Request.....	10
Field Form 2 - Field Experience Daily Log	10
Field Form 3 - End of Semester Documentation of Hours.....	11
Field Form 4 - Field Student Assessment.....	11
Field Form 5 - Field Experience Evaluation	11
Field Records.....	12
APPENDIX	13
Field Form 1	14
Field Form 2.....	15
Field Form 3	16
Field Form 4	17
Field Form 5	18

A. INTRODUCTION

Every education major must complete field experience before beginning student teaching. This booklet is intended to summarize the information and procedures needed to initiate, complete, and appropriately document the field experience. Candidates should read it carefully. It is each candidate's responsibility to be sufficiently aware of the field experience expectations in order to fulfill this requirement.

Many people contribute to the success of the Field Experience program. We are grateful to the cooperating teachers and principals who give their time and share their talents to help prepare future teachers. Field Experience is administered by Midway's Director of Field Placement and supported by the Midway Site Administrators for off-campus cohorts. Candidates are encouraged to contact the Director for any questions regarding Field Placement.

Field experience is intended to accomplish a variety of objectives:

1. Provide the candidate with opportunities to self-assess the decision to become involved in Teacher Education as a future career.
2. Provide the candidate the opportunity to become aware of the nature of current schooling by observing it in progress.
3. Provide a setting under the supervision of an experienced teacher where the candidate has a teaching setting in which to observe, try, and test the information, skills, and attitudes acquired in Education course work.
4. Provide the candidate with an opportunity to interact with pupils in formal and informal activities to help develop sensitivity, empathy, and self-confidence in classroom management issues.
5. Provide the candidate with opportunities to experience multicultural relationships and the cultural heritage of various ethnic and minority groups.
6. Provide candidates with school settings appropriate for each grade of their certification during their field placement experience.
7. Provide the candidate the opportunity to focus on the major issues confronting teachers as they go about their daily work.
8. Provide Education Faculty the opportunity to see the Teacher Education candidate in a real school setting to assess candidate learning and readiness for student teaching.

August 2010

Field Experience is a critical aspect of the Teacher Education program. It consumes a great deal of time and effort. When used properly, Field Experience is a valuable source of both learning, and fun. This booklet contains forms that are used in connection with Field Experience. The experience forms are located on the Teacher Education website (<http://eagles.midway.edu/ted/students/fieldplace.htm>) and are available for online submission or download.

B. THE FIELD EXPERIENCE REQUIREMENT

Before starting student teaching, each candidate must have a minimum of 80 documented hours of field experience with age-appropriate students according to the candidate's certification.

70 of the 80 field experience hours must be in clinical experiences. Nine of the required 70 clinical hours must be multicultural experiences as designated by Midway Teacher Education. Six of the required 70 clinical hours must be in an ethnically/racially diverse setting. Please contact the Director Field Placement for a list of schools that meet the multicultural or ethnic diversity requirements.

Midway College will allow the candidate to count up to six hours of placement in a given day. This is based on the amount of instructional hours that are mandated by the state for public school education. The candidate's daily total of Observational and Clinical experiences may not total more than six hours in a single instructional day.

Observational experiences include all other activities in which you would observe in a classroom. Some examples are preparing a bulletin board, evaluating assessment materials, and observing a lesson.

Clinical experiences are those in which the candidate is actively engaged in the teaching process. Examples include directing a small group in a learning activity or teaching a lesson to a class.

Multicultural experiences are those in which the candidate is actively engaged in the teaching process while in a classroom or school that is 30% or more free-reduced lunch, LBD, or gifted/talented.

Ethnically/Racially diverse are those classrooms or school that has a 30% or more ethnically diverse population (African-American, Hispanic, Asian).

Candidates are strongly encouraged to expand their diverse experiences beyond the minimum requirements.

****Ethnically Diverse experiences require additional documentation for Checkpoint 2 requirements.**

Most candidates will benefit more from the clinical experiences if they exceed, when possible, the minimum of 70 hours.

August 2010

The hours spent must be documented using the appropriate Midway College forms. The documentation will be a part of the candidate's record at Midway.

Learning Behavioral Disorder (LBD) candidates will be expected to complete some of their Field Experience hours at the elementary, middle and/or secondary levels prior to their enrollment in LBD classes.

The Director or Site Administrators will place candidates with different age levels, teachers, and schools over the course of the time in the program. The Director will monitor these placements, maintain/file documentation, review the reports on a semester basis, and evaluate and report to the Teacher Education Division the hours that have been completed. The Teacher Education Technical Assistant will then generate a certificate of completion when all 80 hours are complete.

Additional Approved Field Experience Activities

Students will receive field experience credit only on those approved activities as part of the teacher education program at Midway College.

Approved Activities:

- Instructional Assistants (at level of certification)
- Substitute Teaching (at level of certification)

These field experience credit hours will constitute no more than 50 hours of the candidates required 80 hours and will not count toward the multicultural or ethnic diversity requirement. The candidates must log these hours using Field Form 2 and Field Form 3 and are required have the signature of the supervising principal.

NOTE: In order to participate in Field Experience candidates must be enrolled at Midway College, taking at least one Midway class.

NOTE: Candidates are to have no more than two field placements per semester.

C. THE FIELD EXPERIENCE PROCESS

The Teacher Education Program's intent is to structure as simple a process for the field experience as possible. Candidates must become familiar with the process and follow it precisely.

1. Candidates will apply for Field Experience after successful completion of Checkpoint 1. Application for Field Experience requires candidates to show proof of liability insurance or (KEA-SP) membership, and submit a copy of a current background check. Candidates will be notified of placement information (school, supervising teacher, grade level, etc.) by the Director of Field Placement or Site Administrator.

NOTE: Candidates must reapply using Field Form 1 for each academic semester for field experience placement.

August 2010

2. Field experiences will continue each semester so that the candidate would have the hours completed before student teaching. Communication with the Director of Field Experience is essential in the timely completion of the required hours. The student is solely responsible for budgeting the appropriate amount of time each semester in a manner that allows for timely completion of their hours.
3. Field placement requests are subject to submission deadlines each semester to provide time for the Director or Administrator to arrange placements. Only the Director or Administrator can place a student in Field Experience. Contacting the school, principal or teacher directly to obtain a placement constitutes self placement, and is not permitted.
4. **Self Placement without the consent of the Director of Field Placement may result in your termination from the Teacher Education Program.**
5. The Director will make the formal assignment based on the recommendation of the principal, quality of the setting, certification, experience of the supervising teacher, district/college agreement, and the candidate's need for variety in settings and grade levels.
6. At the beginning of coursework, candidates should review the expectations for their field experiences with the education faculty members with whom candidates have courses requiring a placement. The following questions need to be answered:
 - Do they want candidates to work with small groups in a content area?
 - Would they like candidates to observe the teaching of specific topics?
 - Do they want candidates to participate in field trips?
 - What observations and what clinical experience do they expect?
7. Once assigned a setting for the semester, candidates are required to contact the classroom teachers within seven days and arrange introductory meetings. A teacher will already have agreed to have a candidate work with her or him for the semester and will be expecting a call. At this meeting:
 - The candidate will introduce him/herself and discuss the field experiences, including field documents that must be submitted to the Department.
 - The teacher should be asked to describe his or her expectations;
 - The candidate should describe for the teacher what the candidate would like to accomplish during the semester;
 - The expectations of Midway College faculty should be noted; and
 - Through discussion, the content and schedule of the field experience should be determined.
8. The Director or Midway faculty may visit during the field experience each semester.
9. **The documentation for Field Experience must be submitted to the Teacher Education Program Office at the end of each semester. The candidate will submit the original signed documents directly the Director of Field Placement.**

10. Unsigned, incomplete, incorrect or photocopied hours will not be counted toward your 80 required hours for completion of Field Experience.

11. The Director of Field Experience will review the documentation and contact the candidate **via Midway email account** to address concerns. The Director will also contact the supervising teacher should there be any additional concerns.
12. The final step in the process is formal notification that the candidate has completed a minimum of 80 field experience hours prior to registering for student teaching. The Teacher Education Program Office will do this automatically when records show that there are 80 hours on file. A certificate of completion will be awarded at this time and emailed to the candidate's Midway College email address.

D. IMPORTANT NOTES REGARDING THE FIELD EXPERIENCE

1. **Insurance** – Candidates are required to have proof of liability insurance on file with the Midway Teacher Education Office **prior to field placement.**
2. **Background Checks** – Candidates are required to undergo a criminal history background check **prior to field placement** and submit a copy to the TED office.
3. **Absences** – Candidates must make every effort not to miss a scheduled field experience. If the candidate must miss an experience, it is the candidate's professional responsibility to notify the supervising teacher as early as possible.
4. **Considerations** – Any time a Midway College candidate enters a school, the candidate should consider at least three ideas.
 - First, the candidate will be demonstrating, by the way the candidate conducts himself or herself, a great deal about him/her as a person and a prospective teacher. The candidate must remember that they will be asking the people they meet to hire them or to write recommendations as they apply elsewhere. It will be critical for the candidates that they make the best possible impression.
 - The candidate also will convey an image of a Midway College student that will help to create a perception of the College in general. If the candidate is viewed positively, the College will be seen positively. This will be critical for decades as the program continues to try to place other candidates for field observation, arrange student teaching placements, recruit new students, and the like.
 - The candidate also will help to form opinions about the school as a setting for future field placements. Candidates are asked to provide input about their field experience at the end of the semester so that the Teacher Education Program can provide high quality experiences. The College cannot stress enough how important it is, for the candidate and the College, that the candidate be very professional in all involvement with schools.

5. **Regulations and Expectations** – While in a school setting, the candidate is expected to meet both the expectations of the college and the school. **The candidate is expected to follow the Midway College Code of Student Conduct as applied to alcohol, drugs, dress, sexual ethics, or falsification of college records or documents, etc.** If the candidate does not conform to college or school rules, regulations, or expectations, the candidate may not be permitted to complete the teacher education program at Midway College.
6. **Expectation of Dress for Field Placement** -Students representing Midway College during student teaching are to always present themselves in a professional manner including the way they dress. Modesty, comfort, and professionalism should be the criteria by which a student should decide if an article of clothing is appropriate to wear while in a school. When in doubt about an article of clothing, it is best to choose the most conservative and professional article of clothing. Specific questions concerning dress should be taken to the Director of Field Placement.
7. **Self Placement** -. Only the Director can place a student in Field Experience. Contacting the school, principal or teacher directly to obtain a placement constitutes self placement, and is not permitted. Self Placement without the consent of the Director of Field Placement may result in your termination from the Teacher Education Program.

E. PROCEDURE FOR DISMISSAL FROM MIDWAY TEACHER EDUCATION FIELD EXPERIENCE

1. When the supervising teacher or education instructor raises a concern, or the Director of Field Placement observes or otherwise learns of an infraction of the behavioral criteria defined in the field experience handbook, the candidate will receive a warning letter outlining the infractions. The student must sign the letter as indicated and make an appointment with the candidate's advisor, Director of Field Placement and Teacher Education Chair within 72 hours of receipt of the letter. At this meeting, a remediation plan will be discussed and implemented with the purpose of drafting a plan of action for strengthening the area(s) to be improved. The candidate shall then agree to the plan and sign it. A copy of this plan will be kept on file in the director's office and will be distributed to the candidate, candidate's advisor, supervising teacher, and/or instructors of the courses relating to the field experience. Should the candidate meet all terms of the remediation plan, as determined by the Teacher Education Chair, Director of Field Placement, and advisor, the candidate will complete the field experience, instructors will be notified of such, and all records will be removed from the candidate's file.
2. If the candidate does not adhere to the terms of the remediation plan, the student will be removed from the field experience immediately upon notification. A committee** shall make this determination. Written evidence for the dismissal shall consist of clinical evaluation tools, student assignments, statements from cooperating teachers and administrators, or other documentation.
3. Upon reaching a decision, the committee will notify the student and instructors in writing. A copy of the letter will be sent to the Vice President for Academic Affairs.

August 2010

4. If the cited candidate wishes to contest the allegations or infractions, and is dissatisfied with the dismissal procedure or judgment rendered, the candidate may appeal to the Vice President for Academic Affairs as outlined in Midway College Catalog: Academic Procedures and Student Code of Conduct.
5. Candidates dismissed from the field experience under these procedures will not be eligible for readmission to the field experience and will not be allowed to register for any other Teacher Education courses with a related field experience.
6. In the rare circumstance that it is determined that the candidate is an imminent threat to the elementary school students, Midway College students and/or school personnel, the Teacher Education Department shall have the right to remove the candidate immediately from the field experience with no prior written notice.
7. These procedures shall be construed in harmony with other applicable Midway College policies, rules, and regulations, and, in the event of inconsistencies, the latter shall govern.

**including, but not limited to the Teacher Education Chair, Director of Field Placement, Site Administrator, the candidate's advisor, Education course instructors, members of the candidate's Review Committee and Teacher Education Advisory Board

F. DOCUMENTING FIELD EXPERIENCES

Candidates will document field experiences through the use of the following forms:

- Field/Student Teaching Placement Request (Field Form 1)
- Field Experience Daily Log (Field Form 2)
- End-of-Semester Documentation of Hours Form (Field Form 3)
- Field Placement Student Assessment (Field Form 4) – **submitted online by the supervising teacher**
- Field Experience Evaluation Form (Field Form 5) – **submitted online by the candidate**

Field Form 1:

The **Field/Student Teaching Placement Request** is used prior to or at the beginning of the semester to provide candidate input into the field placement assignment for the semester.

Field Form 2:

Each day a placement is concluded, the candidate must complete a **Field Experience Daily Log (Form 2)** with the information about the classroom/school setting; the number of hours categorized as observation or clinical hours, a description of observations and/or activities that day, and a reflection. As part of Initial Teacher Standard VII, reflections help candidates make applications about what they are seeing and doing, in order to improve their teaching and student learning. **The supervising teacher should read the daily log, offer feedback as necessary, and sign to confirm the candidate's presence and accuracy of hours – as the candidate leaves for the day.**

Ethnically Diverse Field Experience Reflection:

This reflection must be typed and attached to Field Form 2. This reflection on a lesson from your Ethnically Diverse Field experience placement must be at minimum 250 words and be submitted with appropriate signatures to the Director of Field Placement as well as uploaded electronically to your e-portfolio. (Reflection focuses on student outcomes, what could have been done differently in the lesson, and what the next steps should be).

One of the most powerful tools the candidate has for learning is self-reflection. It will be helpful for candidates to monitor their professional growth by spending five to ten minutes at the end of each day reflecting on the day's events. The reflective practice will help candidates to:

- Problem solve
- Plan
- Monitor
- Make appropriate choices

Candidates can use the following questions to guide their reflections:

- What worked well, and why did it work well?
- What needs fine-tuning?
- What do I need to do to enhance this area?
- Who do I need to see?
- What am I doing that I do not need to do?
- What kind of information or assistance would help?

Some examples of such topics include:

- Classroom organization
- Lesson planning
- Student behavior management
- Diversity of student needs

*Source: The Manitoba Teacher's Society

Field Form 3

The **End-of-Semester Documentation of Hours** is a summary of the hours from the Daily Logs. **The number of hours to the nearest quarter-hour is reported. The supervising teacher signs the 'Documentation of Hours' form at the end of the semester.** The teacher is signing only to indicate that the candidate attended during the hours noted and that the distribution of experiences is correct. Candidates will receive credit for field experience after the signed Documentation of Hours and the Field Experience Evaluation forms are submitted to the Teacher Education office. The information on the settings and hours are used each semester and over time by the Teacher Education Program to ensure that the candidate receives a range of field experiences covering the age groups in the teaching certification area.

Field Form 4:

At the end of the semester, the supervising teacher must also complete the **Field Student Assessment**. This assessment is completed online. **Supervising teachers will receive a code from the Technology Assistant for access to the candidate assessment.** This assessment is based on the teaching standards used at Midway. Field Student Assessments from each semester are compiled for the candidate to demonstrate progress in meeting standards and are used as one source of data in Checkpoint 2: Entry to Teacher Education. Specifically, the field placement assessment addresses:

KTS 1 **	Demonstrates applied content knowledge
KTS 2	Designs and plans instruction
KTS 3	Creates and maintains learning climate
KTS 7	Reflects on and evaluates teaching and learning
KTS10	Provides Leadership within school/community/profession

Field Form 5:

At the end of the semester, the candidate completes a **Field Experience Evaluation** to note the activities and experiences provided in the placement. This information is not used as an evaluation of the supervising teacher nor shared with the principal or school district. Rather, it is used as solely as feedback on the candidate’s experiences in relation to the goals of the Midway program. Information is kept confidential and is used only for the purpose of providing effective field experiences for Midway candidates. This form is also available for online submission (<http://eagles.midway.edu/ted/students/fieldplace.htm>).

** *KTS – Kentucky Teacher Standards*

Field Records

The official records of a candidate’s field experience are kept in the Education Program Office and in the Teacher Education database. **Candidates should keep duplicate copies of all material submitted.** Candidates can review the records at any time; advisors and candidates are provided a printout of placements completed in order to appropriately plan the individual’s program.

FIELD EXPERIENCE FORMS

Candidates must remember:

**IT IS THE CANDIDATE'S REPONSIBILITY TO
KEEP THE RECORD OF FIELD EXPERIENCE HOURS,
OBTAIN THE TEACHER'S SIGNATURE, AND
TURN THE RECORDS IN TO THE EDUCATION OFFICE.**

SUBMITTED FIELD EXPERIENCE FORMS

MUST BE ORIGINAL DOCUMENTS

**FORMS MUST BE FILLED OUT IN THEIR ENTIRETY
OR THEY WILL BE RETURNED TO THE STUDENT.**

APPENDIX

MIDWAY COLLEGE FIELD EXPERIENCE FORMS

Field Form 1.....	14
Field Form 2.....	15
Field Form 3.....	16
Field Form 4.....	17
Field Form 5.....	18

MIDWAY COLLEGE
Teachers: Professional Leaders Making a Difference

FORM 2
FIELD EXPERIENCE DAILY LOG

Name _____ Date _____ Term _____

Age/Grade Level _____ Subject(s) _____

School _____ District _____

Placement: Field Placement Substitute / Teaching Assistant

Demographics of Students in the Class (indicate the # in each category): Total Students _____			
_____ Hispanic	_____ African-American	_____ White	_____ Asian
_____ Other			
_____ Male	_____ Female	_____ Total IEPs	

DESCRIPTION OF FIELD EXPERIENCE

What did I observe/do?

Reflection on my experience

Start Time _____ End Time _____

Observation Hours _____ Clinical Hours _____ Total Hours _____

Maximum of 6hrs per day Maximum of 6hrs per day Total not to exceed 6hrs

Racially/Ethnically Diverse Experience? Yes _____ No _____

- School with 30% students as diverse learners (ethnicity or ESL)
- Classroom with 30% students as diverse learners (ethnicity or ESL)

Print Name of Teacher/Onsite Supervisor (First and Last Name) _____

Signature of Teacher/Onsite Supervisor _____

Was our Midway College student on time and properly prepared today? Yes No

Midway College
Teachers: Professional Leaders Making a Difference

FORM 3
END-OF-SEMESTER DOCUMENTATION OF HOURS

Name _____ Date _____

Teacher Name _____

Age/Grade Level _____ Subject (Middle and Secondary) _____

School _____ District _____

Demographics of Students in the Class (indicate the # in each category): Total Students _____			
Hispanic _____	African-American _____	White _____	Asian _____ Other _____
Male _____	Female _____	Total IEPs _____	

Directions: Field Placement students should list the date and hours of field placement activities during the semester.

Date	Number of Observation Hours	Number of Clinical Hours	Number of Diverse Hours (Must be Clinical)
Current Semester	Total Observation: _____	Total Clinical: _____	Total Diverse: _____

Supervising Teacher's Signature _____ Date _____

Supervising Teacher's School Email Address _____

Student's Signature _____ Date _____

I verify that these dates are correct. I understand that any falsification of this form will be considered as plagiarism and will thereby result in disciplinary action in accordance with the Midway College Academic Honesty Policy.

Midway College
Teachers: Professional Leaders Making a Difference

FORM 4
FIELD STUDENT ASSESSMENT SAMPLE

**Completed by the Supervising Teacher with online link and password
provided by the Teacher Education Technical Assistant**

Sample of online form provided only for student reference

Criteria	Exceeds Standard	Demonstrated	Partially Demonstrated	Not Demonstrated
1. Takes direction and follows through on assigned <i>(Standard II)</i>	4	3	2	1
2. Ability to work with diverse students <i>(Standard III)</i>	4	3	2	1
3. Demonstrates Instructional skills and pedagogy <i>(Standard IV)</i>	4	3	2	1
4. Willingness to accept suggestions, can self assess and change instruction if needed <i>(Standard VII)</i>	4	3	2	1
5. Knowledge of content <i>(Standard I)</i>	4	3	2	1
6. Promptness and dependability <i>(MCD)</i>	4	3	2	1
7. Enthusiasm and initiative <i>(MCD)</i>	4	3	2	1
8. Leadership skills <i>(Standard X)</i>	4	3	2	1

MIDWAY COLLEGE
Teachers: Professional Leaders Making a Difference
FIELD EXPERIENCE EVALUATION

Directions: The purpose of this evaluation is to obtain information about the supervising teacher and school that provided you a field placement or student teaching experience this semester. The information you provide will help the Teacher Education Program make decisions about future field placements for Midway students. *The information will be kept confidential.* Please respond to each question as honestly and objectively as possible.

Student Name: _____ **Semester/Year** _____

School _____ **Grade Level Taught** _____

Supervising Teacher _____ **Field Placement** **Student Teaching**

Check the kinds of tasks you performed during the field experience (check all that apply).

- 1. Classroom observation of teachers and/or students
- 2. Observation of teachers and/or students during extra-curricular activities
- 3. Participation with students in teaching and/or learning activities
- 4. Micro/mini/partial teaching of lessons
- 5. Teaching a lesson(s)
- 6. Developing a unit or sequenced lessons
- 7. Presenting a unit
- 8. Clerical duties related to teaching and/or learning tasks
- 9. Clerical duties unrelated to teaching and/or learning tasks

Dimensions	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
10. The teacher was readily available to help me.	4	3	2	1	NA
11. The classroom curriculum and climate are compatible with the philosophy and pedagogical approaches at Midway.	4	3	2	1	NA
12. The teacher clearly communicated expectations and professional standards to me.	4	3	2	1	NA
13. The teacher provided engaging hands-on experiences for me.	4	3	2	1	NA
14. The teacher's classroom management provided a supportive, well-structured learning environment.	4	3	2	1	NA
15. The teacher provided frequent, specific, constructive feedback about my teaching performance.	4	3	2	1	NA
16. The teacher has a strong knowledge base for the content/grade level and delivered instruction effectively.	4	3	2	1	NA
17. The teacher provided a nurturing and positive experience from which future teachers would benefit.	4	3	2	1	NA
18. The school climate is supportive of teachers and professional growth.	4	3	2	1	NA
19. Overall, the placement was an effective experience.	4	3	2	1	NA

20. Please add any additional comments on the back.

Field Form 5